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ABSTRACT

The needs of gifted and talented limited English proficient (G/T LEP) students are being poorly met. A University of Houston-Clear Lake (UHCL), Texas, teacher education curriculum designed to train teachers in the identification, placement, and instruction of gifted and talented limited English proficient students (GT/LEPs) is discussed. As background material, information in four related areas is presented, including: (1) a review of research on these topics; (2) survey results concerning common GT/LEP assessment and instructional practices in states with high Hispanic-American populations; (3) characteristics of Hispanic GT/LEPs as perceived by the community, based on a survey; and (4) results of a study to establish national consensus about instructional objectives of an exemplary GT/LEP program. Finally, a set of five 3-hour instructional modules and additional coursework developed for GT/LEP teacher training are described briefly. The course description, prerequisites, and objectives for four UHCL courses are appended. These include courses in teaching and parenting gifted children and young adults, curriculum development for the gifted, creativity and productivity, and counseling the gifted. (MSE)

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Meeting the Needs of the Gifted and Talented Limited English Proficient Student: The UHCL Prototype

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MEETING THE NEEDS OF THE GIFTED AND TALENTED LIMITED ENGLISH PROFICIENT STUDENT: THE UHCL PROTOTYPE

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Abstract

The needs of gifted and talented limited English proficient (G/T LEP) students are being poorly met. There is a general lack of consensus regarding an adequate operational definition of giftedness. This lack of consensus, combined with little awareness by teachers of how cultural and linguistic factors affect student behavior, makes determining the most appropriate means for identifying, placing, and instructing the linguistically and culturally-diverse G/T student difficult to conceptualize (Bermúdez & Rakow, 1990). The confusion results in a lack of adequate methods to properly identify and instruct these students. The purpose of this paper is to present an overview of the process followed by the University of Houston-Clear Lake in developing a training prototype for teachers of G/T LEP students. This overview will: (a) examine the status of research in the areas of identification, characteristics, and instructional procedures for G/T LEP students; (b) present the results of a survey dealing with common practices in assessment and instruction of G/T LEPs in Texas, Florida, California, Colorado, and Arizona; (c) discuss the results of a survey describing characteristics of G/T Hispanic LEPs, as perceived by the community; (d) describe the results of a modified Delphi study to establish national consensus concerning the instructional objectives of an exemplary program for the education of G/T LEPs; and (e) describe a set of modules and coursework developed for the training of teachers of G/T LEPs.

Research Review

Research concerning the identification and curricular needs of G/T LEP students is limited and tends to focus on criticisms of current identification procedures. Often Hispanic students are left out of the identification process because the initial screening step consists of a standardized test (Bernal, 1981). The problems of test bias for second language populations are well-established (Bruch, 1975; Bernal, 1981; Melesky, 1985) as are the issues of test language and cultural bias. Students who may not be "test-wise" are further handicapped by the alien conditions of testing.

Several recommendations for improving identification procedures to provide greater access to language-minority students have been put forward. These include the use of non-standardized, more subjective methods such as nomination by peers, family members and friends (Bernal, 1974; Leung, 1981; Torrance,

1978), the use of characteristics which are valued by the subculture (Leung, 1981), and the involvement of parents in all stages of the selection process (Gallegos & Flores, 1982).

Many language-minority children have special talents that are valued within their cultures but which may not be recognized because they are masked by culturally and linguistically diverse behaviors (Bermúdez & Rakow, 1990; Cohen, 1988). Since individual cultures tend to stress certain intellectual abilities and talents more than others, giftedness can best be described within the context of a particular culture (Bernal, 1976; Leung,1981). It is important, therefore, to look at how the individual ethnic enclaves view giftedness in order to establish relevant identification criteria for culturally and linguistically diverse G/T students.

The use of more appropriate test instruments, particularly home language instruments (Melesky, 1985), and non-verbal testing procedures (Melesky, 1985; Bernal, 1974) are also strongly recommended. Researchers have also suggested the utilization of non-traditional identification procedures to broaden the pool of identified G/T students. Matrices which take into account characteristics such as socioeconomic status, home language and school mobility as well as multiple criteria such as portfolios and autobiographies have been encouraged (Witty, 1978). These non-traditional procedures may require a broadening of the traditional definition of giftedness to shift the focus from language skills in English to an emphasis on other areas of giftedness such as creativity and leadership potential.

The need for modifications in the identification procedure is supported by differences in characteristics demonstrated by second language learners. These characteristics include; (a) different problem-solving strategies, e.g., deductive versus inductive approaches (Bermúdez, 1986); (b) ways of expressing creativity, e.g., expressiveness of feelings, emotions, gestures and speech (Torrance, 1970); and (c) individual learning styles (Dunn, Beaudry & Klavas, 1989).

Materials also must be adapted to meet the needs of students from different cultures. It is important that the materials take into account the students' cultural background, help to expand the students' career awareness, provide for active participation, not stereotype the student into particular career paths, and begin with the interests and experiences of the student (Passow, 1986).

Thus, research would suggest that providing appropriate experiences for LEP students requires first a reconceptualization of the procedures currently being used to identify these children as well as modifications in the curriculum and materials being used. Once this is accomplished, the needs of second language learners can better be met.

Survey on Identification and Instructional Practices

A combined multiple-choice and open-ended survey, examining the status of identification, placement, and instructional procedures for G/T LEP students, was designed and mailed to 500 G/T coordinators from public school districts in Texas, California, Arizona, Colorado, and Florida. The target sample represented a cross-section of these states' public schools with regard to size, funding, and location. There were 268 respondents who provided the information presented in this segment of the summary. The following responses to the questionnaire were obtained.

1. Only 18.7% of the respondents (50) indicated that they had developed a means to identify G/T LEPs. This finding is particularly disconcerting in light of the fact that the states targeted for this survey have a large proportion of Hispanic students who, as a result, are not receiving the required specialized services.

2. Respondents identified GT LEP students' verbal and non-verbal behaviors that can be masked due to language and cultural differences. These include language, cognition (e.g., problem-solving style and prior knowledge), social, and intra/interpersonal skills (e.g., sense of humor, self-esteem, and leadership skills), and academic and artistic skills (e.g., achievement and creativity).

3. Seventy-eight percent acknowledged the need to use different means of assessment than those used for mainstream students (Witty, 1978).

4. Seventy percent of the 50 schools reporting that they had identification means for LEP students in place indicated the use of multiple sources in identifying G/T LEP students as recommended by the research literature (Bernal, 1974; Leung, 1981; Torrance, 1978).

5. Thirty-two percent of the respondents found their identification process successful in dealing with the identification of GT/LEPs. Responses indicating lack of success or uncertainty ("Missing") about the effectiveness of these methods raise serious questions about current identification practices for these students.

6. As noted earlier, community input in the process of identification is critical as the characteristics valued by the subculture should be taken into consideration (Leung, 1981). However, a majority (70%) of the respondents indicated that they had no community input in the process.

7. Lack of specialized programs for the G/T LEP was evident, as only 8.6% (23) of the total respondents (268) had any type of program to serve these students. Missing data could be indicative of lack of programs, thus adding to the inadequacy of educational services for these students. Of the fifty programs which indicated they had identification means in place, only 46% had a program for these students.

8. Although 72% of the sample identifying GT/LEPs agreed that technology was important in the education of these students, there were no recommendations for effective software.

9. Research has identified effective materials which differentiate the content of instruction to accomodate the needs of G/T LEP students. These include: interdisciplinary mathematics, social studies and science (Valencia, 1985); visual and performing arts experiences (Niro & Wolf, 1982); focus on cultural values (Guinn, 1977); focus on careers (Stallings, 1976); focus on language development (Quisenberry, 1974); and multicultural emphasis on the curriculum

(Guinn, 1977); focus on careers (Stallings, 1976); focus on language development (Quisenberry, 1974); and multicultural emphasis on the curriculum (Gallegos & Flores, 1982). Renzulli (1973) added the use of real-life problems and related action products in the classrooms serving these students. Only 8.7% of those respondents (2) which indicated an established program for this type of student reported the use of differentiated materials. Thirty-four percent use pull-out formats and the majority (56.52%) do not adhere to any of the identified program typologies, including mainstreamed and after school settings.

10. Seventy-eight percent of the established programs follow a theoretically founded model of gifted education. Of these 22.7% use Renzulli's TRIAD model and 50% a combination. There were 6 missing responses which could indicate schools' unawareness of theoretical and research foundations available for this area.

11. Parental involvement has been identified by Gallegos and Flores (1982) as a critical component in identifying G/T LEPs. Parent nominations have been cited as an effective alternative to standardized measures. However, only 38% of those individuals who acknowledged having identification processes in place reported that their parents were cognizant of their children's needs. The missing data further underscores the lack of awareness reported.

12. Having parents interested and supportive of school practices is an important step in developing awareness of their important role in the identification and instruction of G/T LEP students. Seventy-six percent of the schools reported that parental support had been realized.

The survey data seem to indicate that there are very few programs which are successful in identifying and/or instructing G/T LEP students in states with high Hispanic populations. The majority of school districts which have developed identification procedures for G/T LEPs are using multiple sources to nominate and screen these students. However, only one-third of the respondents indicated any success with these measures. One reason might be that a great percentage of these individuals have excluded the community input in the identification process for these youngsters. This aspect needs to be examined as cultural and linguistic characteristics are best understood by members of the same cultural enclave. These characteristics present a challenge in the development of unbiased criteria.

The findings also indicate that the few programs which focus on G/T LEP students do not systematically follow any particular instructional model for gifted education nor do they have a standard research-based classroom format to instruct these students. Training teachers and other support staff in these areas is a critical component for effective instruction.

As reported by the G/T coordinators, parents seem to be generally supportive of school practices but not very knowledgeable about their children's needs. It is important to consider parental training to develop a school-home partnership to address identification and instruction from a more comprehensive perspective.

Community Perceptions of the Characteristics of the Gifted and Talented Limited English Proficient Child

A survey to assess the community's perceptions of characteristics of gifted and talented Hispanic students was administered to a sample of eighty-five Hispanics. The sample consisted of 24 males and 61 females, ranging in age from 18 to over 65. The largest category represented (35.3%) was between the ages of 26 and 35 years.

The attitudinal survey is a 45-point inventory based on relevant issues related to the identification of minority G/T students found in the existing research literature. Survey participants were asked to identify behaviors and characteristics that they associate with giftedness in the Hispanic population using a five-point, Likert-type scale to indicate their opinions or perceptions toward the stated issues.

A factor analysis was used to determine how the items clustered as well as their relative strength. Six significant factors were identified in the study and were titled according to the construct represented.

Factor 1 (**Classroom Behaviors**) includes not only achievement but other possible indicators of giftedness such as student interests, self-confidence, classroom communication skills, social interaction, and attitudes towards school. These indicators present teachers with the opportunity to assess children beyond the traditional single score framework.

Factor 2 (**Creativity**) includes an appreciation for problem-solving situations, as well as artistic, musical, and bilingual talents. This factor suggests the possibility that the learner is a doer rather than a passive recipient of learning.

Factor 3 (**Originality**) addresses the student's ability to listen, to tell stories and jokes, to be interested in a variety of things, to see multiple solutions to problems, to see various uses for things, and to feel generally independent from established routines.

Factor 4 (**Inquisitiveness**) focuses on the learner's ability and/or desire to observe, be creative, be curious, be motivated to learn, read, and ask questions.

Factor 5 (**Communicative Skills**) underscores the learner's sense of humor, interpersonal skills, and writing and oral expression.

Factor 6 (**Non-Academic Skills**) includes artistic, athletic, and leadership qualities.

The factors identified follow the categories addressed in the definition of giftedness as stated by the federal government in the Education Consolidation and Improvement Act of 1981 (PL 97-35) :

> [Gifted children are] Children who give evidence of high performance capabilities in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

However, the Hispanic community surveyed did not perceive all of these factors to be equally important in assessing giftedness in a Hispanic youngster. The characteristics which proved to be pivotal for the participants in the study are not those which are included in standardized measures. They are characteristics which fall in the categories of creative and productive thinking.

A descriptive analysis of the items in the survey revealed ten indicators of giftedness which should be taken into account in assessing the potential giftedness of Hispanic students. The descriptors indicate that a Hispanic gifted child: (1) finds many solutions to a problem; (2) likes to try new things; (3) is good at finding other uses for things; (4) is interested in a variety of things; (5) is observant; (6) is creative; (7) is curious; (8) likes to read; (9) is motivated to learn; (10) asks questions. These ten descriptors are the basis of an emerging profile of the G/T Hispanic student as reported by the community. The expansion of the survey's database can lead to the development of a student profile to be used as the basis for relevant criteria for the identification, placement, and instruction of G/T Hispanic students.

Defining A National Consensus of Goals: A Delphi Study

This paper has previously documented that there is a dearth of programs which meet the needs of G/T LEP students. A set of five three-hour training modules is being developed by the the University of Houston-Clear Lake with support from the United States Department of Education to educate teachers about sensitive issues concerning the needs and characteristics of gifted and talented students with limited English proficiency. These training prototypes should prepare the classroom teacher for those adaptations necessary to meet the needs of these students. However, there is no established national agenda for criteria on which to base such a prototype. In order to define excellence in programs for gifted and talented students with limited English proficiency, a study is being conducted at the present time. The research design selected was the Delphi Technique which allows anonymous debate over the topic. A set of questions (see below) was prepared for evaluation and distributed to a selected panel of experts who were practitioners in the field of gifted and talented students with limited English proficiency. These experts were encouraged to envision their concept of an ideal program designed to meet the needs of gifted and talented students with limited English proficiency and to review, evaluate and prioritize the collated responses. The final result reflects a consensus of these practitioners. This consensus definition of major areas dealing with identification, instruction, and counseling of GT LEP students will help serve as an organizing framework for the teacher training prototype. Given this purpose, this survey attempted to answer the following research questions:

- How will we identify and assess those students who will be included in this program?

- What curricular and instructional components should be included in this program?

- What counseling issues should be addressed for these students?

• How can creativity be encouraged?

The experts felt that although formal (objective) and informal (subjective) identification information should be gathered, emphasis should be placed on recognizing those cultural and linguistic diversity factors which may influence the student's ability to be identifiable as gifted and talented. Identification procedures should be inclusive rather than exclusive in order to accommodate this diversity.

The assessment process should encourage and permit students to demonstrate superior capabilities through avenues selected by and for them. Students can also provide input on the selection criteria and participate in the evaluation process. They should not, however, be excluded from a program due to inadequate training in formal test-taking skills. Emphasis should focus on the recognition of unique abilities rather than inabilities possessed by these students.

Multicultural issues should be recognized and integrated into the basic curriculum for all students. This curriculum should be enhanced for the gifted students through broad based themes which utilize varied learning strategies within the mainstream setting. Family members should be educated in ways to encourage the development of student potential through critical thinking activities within the home.

Counseling, an essential element of any gifted and talented program, must be offered to students with limited English proficiency in order to assist them in dealing with issues which are unique to their cultural adjustment. Other critical components of an exemplary counseling program include assisting all students to develop a respect for cultural differences. Also, parent liaisons can assist in reducing barriers between the home and the school.

The development of creativity in the gifted and talented student can be enhanced through teaching the concepts and skills involved in increasing creativity, modeling critical thinking and diversity by the teachers, and permitting the student to take those risks innate in the creative process. The integration of cultural values with the creative process would encourage the student to freely express abilities which otherwise may be restricted. Parent participation could also serve as an aid and a stimulus to further the development of creativity both within and outside of the school setting.

Three major factors, multicultural awareness, flexibility, and parental involvement, consistently emerged throughout the entire evaluative process. These issues should receive serious consideration in the development of a program for gifted and talented students with limited English proficiency. In order to develop a national consensus concerning the objectives and strategies for teaching G/T LEP students, a group of leading gifted educators was asked to conceptualize an exemplary program for G/T LEP students including identification and assessment, curriculum, materials and instruction, teachers, and counseling.

Teacher Training Modules and Curriculum

Twelve credit hours will be required by the Texas Education Agency (TEA) to satisfy the requirements for a G/T endorsement. These competencies will be

examined course syllabi. The four courses developed were presented for approval to the various university committees, to the Texas Higher Education Coordinating Board, and to the TEA for approval. Suggestions from these various entities were included in the program coursework. Exhibit I summarizes the UHCL curriculum, objectives, course descriptions and prerequisites.

In addition, a set of five three-hour training modules, as mentioned earlier, is being developed and implemented at the present time. Each module focuses on one of the following five topics as it relates to G/T LEP students: (a) nature and needs; (b) identification and assessment; (c) curricular materials and methods; (d) counseling; and (e) creativity. The modules contain background information for the presenter and participants, activities to introduce and develop the topic of study, overhead transparency masters, an outline of the workshop presentation, and a short videotape illustrating the topic with G/T LEP students (refer to Exhibit II: Sample Contents).

These modules can be used in several ways by teacher trainers. Each module is designed to be infused into university level coursework as a three-hour presentation addressing issues unique to G/T LEP students. The presentations are followed by activities which encourage the participants to analyze or apply concepts learned during the presentations. The five modules may also be presented as individual workshops or as a series of staff development workshops intended to sensitize teachers and other school personnel about the five target areas discussed in the previous paragraph.

Summary

While the total number of public school students decreases across the nation, the number of Hispanics continues to escalate. It has been estimated that by the year 2000, schools will see an increase of 35% in the Hispanic student population (Oxford-Carpenter, Pol, López, Stupp, Gendell & Peng, 1984). In addition, there are approximately 7.9 million school-aged youngsters whose home language is other than English (Waggoner, 1986). In spite of the fact that the number of school-age limited English proficient students continues to grow, services to these students remain inadequate. Students who have been classified as LEP are generally subjected to inadequate assessment and placement practices which are responsible for continued underrepresentation in programs for the gifted and talented (LaFontaine, 1987). Conservative estimates claim that 3% of the school population in the United States is gifted (Cohen, 1988). However, underrepresentation of minorities in specialized programs shows the schools' lack of ability to identify these students adequately (Bermúdez & Rakow, in press; Bernal & Reyna, 1974; Frasier, 1979; Gay, 1978; Machado,1987).

Existing biases and lack of awareness regarding the needs and characteristics of these students have hindered the process of determining the most appropriate identification, placement, and instruction procedures and has led to identification procedures which only spotlight those youngsters who most apparently fit the norm used by the schools.

These facts, coupled with the escalating school dropout rates, particularly for Hispanic youth (U.S. Department of Commerce, Bureau of the Census, 1985), are clear indicators that schools have failed to adequately address the educational needs of these students. The gifted LEP youngsters have joined the ranks of the population at-risk of dropping out of school as, more often than not, they fall

These facts, coupled with the escalating school dropout rates, particularly for Hispanic youth (U.S. Department of Commerce, Bureau of the Census, 1985), are clear indicators that schools have failed to adequately address the educational needs of these students. The gifted LEP youngsters have joined the ranks of the population at-risk of dropping out of school as, more often than not, they fall victims of unchallenging strategies and materials which do not entice them to stay in school. The devastating effects that undereducated subpopulations can have on the financial and cultural future of the nation have been clearly documented (Berlin, 1984; Caterall, 1985). These effects could be compounded by the loss of productivity from gifted at-risk minority youngsters who fail to make maximum use of their talents. As a result, the need to develop a sensitivity to and knowledge about the needs and characteristics of these children is critical for school personnel, parents, and the community at large.

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EXHIBIT I

University of Houston-Clear Lake
Gifted and Talented Endorsement Program

DIAG 5237 **Gifted Children and Young Adults**

Course Description:

This course is designed for individuals who are responsible for the education of gifted children and youth in a coordinating, teaching, or parenting capacity. The course is focused on the gifted learner. Topics for study will involve all areas of giftedness and will include: 1) the basic concepts of giftedness and intelligence; 2) characteristics, behaviors, needs and implications of giftedness; 3) identification research and procedures; 4) characteristics, needs, and identification of special populations; 5) characteristics and implications for the teacher and parent; 6) a brief overview of curriculum and staff development, community involvement and evaluation.

Objectives:

Students will demonstrate an understanding of the following objectives in their study of the gifted/talented through written, visual, kinesthetic, and/or verbal products. The course will examine giftedness in all areas, including: intellectual, academic talent, psychosocial, leadership, creativity, and psychomotor. Students will:

1. Demonstrate a basic understanding of the concepts of giftedness, will understand the definitions related to those concepts, and will understand the areas of giftedness recognized by the definitions.

2. Demonstrate an understanding of the theories of intelligence expressed by Guilford, Sternberg, and Gardner and an understanding of the differential brain development of gifted individuals.

3. Demonstrate an understanding of the characteristics, behaviors, needs and implications of students within all areas of the definition of giftedness. Students will research the life of a highly gifted individual and role play that individual in a "Meeting of Minds" demonstrating an understanding of the characteristics, needs, and implications of giftedness as they were/are exhibited in that individual.

4. Develop screening and identification procedures used to identify such students for all areas of giftedness and apply research evaluating such identification procedures. Document appropriate ways of student placement in and exit from programs.

5. Demonstrate an understanding of the characteristics, needs, implications and identification procedures of teaching students in special populations; such as gifted girls, preschoolers, culturally different, limited English proficient students, the impaired, the underachiever.

6. Describe a rationale (reasons, principles, beliefs, practices) for providing programs for gifted children.

7. Demonstrate a basic understanding of the ways to develop and/or modify learning experiences for identified gifted/talented students so as to meet their specific and general learning needs through 1) curricular elements of content, process, product; 2) instructional strategies and learning styles; 3) instructional materials; and 4) learning environments. Describe how selected activities meet the needs of the cognitive, social, emotional, and creative characteristics found in gifted children.

8. Demonstrate a very basic understanding of an overview of ways to plan staff development programs and community involvement programs supportive of the gifted and an understanding of the evaluation techniques used to make program decisions.

9. Demonstrate a basic understanding of the role of the parent and family in helping to fulfill the needs of the gifted child; parenting strategies for the gifted; working with parents as school personnel.

10. Demonstrate an understanding of the developmental aspect of the gifted child especially through preschool.

DIAG 5238 **Curriculum Development for the Gifted**

Course Description:

This course is designed for individuals who are responsible for 1) developing or modifying learning experiences for the gifted/talented students at the elementary or secondary school level, 2) implementing differentiated learning experiences within the regular classroom or through a special grouping arrangement, and/or 3) creating/selecting instructional materials to support the implementation of differentiated learning experiences. The course will balance theoretical and practical concerns for the development for the gifted, creative, and talented.

Curricular modifications in content, process, product, and learning environments based on the characteristics of gifted children and young adults will be a course focus.

Prerequisite:

DIAG 5237, **Gifted Children and Young Adults**, will be a prerequisite of the course because students will need great familiarity with the characteristics, needs and implications for gifted learners before creating original curriculum. Under special cases of previous experience teaching the gifted, and demonstrated competence by the student, instructor permission may be granted.

Objectives:

In their study of curriculum methods for gifted/talented students, participants will, through written, visual, kinesthetic, and/or verbal products:

1. Be able to apply a basic understanding and rationale of the concept of "differentiation" as it has been explained in the research and as it is applied in the classroom.

2. Be able to apply a basic understanding of ways to respond appropriately to the general and specific needs of gifted/talented students in various learning environments.

3. Demonstrate competencies in the ability to plan, develop, analyze, and evaluate curriculum designs as they relate to the characteristics and needs of the gifted.

4. Develop differentiated lessons and curricula to implement in a field experience using specific teaching strategies and models discussed in class. Be able to create new programs or modify existing programs or teaching strategies.

5. Present a workshop or inservice activity to our graduate class on the results and implications of the curriculum developed for the field experience.

6. Be able to assess commercially available instructional materials for the gifted.

7. Demonstrate a basic understanding of instructional strategies and materials (including questioning and responding techniques and activities) used to develop critical, analytical, creative and affective potentials of gifted/talented students.

8. Demonstrate a basic understanding of differences in gifted student special populations; ie, limited English proficient, bilingual, and culturally different, as well as underachiever, the impaired and gifted girls.

9. Help students set measurable goals and use them for self-assessment.

10. Become a facilitator and resource person for students by enhancing students' specific intellectual abilities and making them producers of information rather than merely consumers.

11. Demonstrate an awareness of the differences in learning and teaching styles and the interaction of styles in the classroom.

12. Be able to apply an understanding of various curriculum and program models used to differentiate for gifted students to the graduate student's own school district.

13. Demonstrate an awareness of alternative ways to provide for age-peer, ability peer, mentor, community-based and independent study learning environments as well as ways to manage program options.

14. Be able to apply evaluation techniques and models used to collect both formative and summative data on curricular decision.

DIAG 5931 **Creativity and Productivity**

Course Description:

This course is designed for any individual who is responsible for 1) identifying creative potential within others, 2) planning and implementing learning experiences for nurturing creative thinking, 3) selecting or developing materials for enhancing creativity, 4) providing learning environments conducive to creativity, or 5) interested in his or her own creative growth.

Objectives:

Students will demonstrate competencies through written, visual, kinesthetic, and/or verbal products. Students will:
1. Demonstrate an in-depth understanding of selected definitions of and explanations for creativity. Definitions may include: Bruch's Creative Characteristics, Torrance's research, Williams's Model, Hermann's brain theories, the divergent component of Guilford's SOI Model, Gardner's work on multiple intelligence, Dabrowski's overexcitability theory as it applies to creativity, and Arietti's work.

2. Demonstrate an understanding of the creative characteristics, their resultant behaviors, needs and implications in a case study of a highly creative student.

3. Demonstrate an understanding of the creative characteristics as they may be manifested in students in special populations, including the limited English proficient, the culturally different, the impaired, the underachiever and the gifted girl.

4. Compare alternative methods for identifying creative potential and develop an identification procedure that may be used for identifying creative potential, using standardized and non-standardized instruments.

5. Evaluate commercially available instructional materials and student creativity competitions and be able to develop original materials for enhancing creativity.

6. Create a model of an environment used to nurture creative thinking.

7. Apply research and models relating creativity to the education of the gifted and talented in his/her own setting/classroom. Be able to apply creativity strategies to the content areas in products such as a lesson plan.

8. Apply research and methodology of creative problem solving to solving an individual and/or group problem.

9. Conduct a self evaluation relevant to research on creativity and develop a plan for growth personally and professionally, especially in the area of facilitating creativity in gifted students.

10. Increase personal capacities, to include: a consciousness of the vital importance of creativity in every day life as well as in the professions, the sciences, etc.; heightened sensitivity to problems around them; open-mindedness toward the ideas of others; improved abilities associated with creativity, especially the ability to produce quality ideas and original ideas for the solution of problems.

11. Demonstrate an ability to use and apply creativity strategies in a small group. Strategies might include: brainstorming; relaxation and visualization aids; numerous idea stimulation techniques such as forced relationships, morphological approaches, SCAMPER; convergent decision making facilitators and so on.

12. Determine the possible applications of R & D work on productivity in business and industry to the education of the creatively gifted.

DIAG 5931/COUN 5931 **Counseling the Gifted**

Course Description:

This course is designed for counselors, parents, and teachers of the gifted. Topics for study will include: 1) social and emotional needs of the gifted; 2) strategies and techniques for counseling the gifted; 3) problems experienced by the gifted (e.g., motivation, adjustment, and underachievement); 4) developmental guidance and counseling programs; and 5) parenting skills for gifted children.

Prerequisite:

DIAG 5237, **Gifted Children and Young Adults**, will be a prerequisite for this course.

Objectives:

1. Identify the social and emotional needs common to the gifted.

2. Describe the nature of problems of motivation and adjustment faced by the gifted and identify the conditions under which such problems are most likely to develop.

3. Define underachievement and identify its causes.

4. Illustrate several methods for working effectively with underachievers.

5. Demonstrate strategies and techniques for working with gifted students experiencing problems in the classroom, peer group, or at home.

6. Develop a program for counseling gifted students.

7. Discuss the issue of suicide among the gifted. Cite its prevalence, causes, and possible prevention/intervention measures.

8. Describe unique problems faced by culturally different or disadvantaged gifted children and adults.

9. Summarize research on child-rearing practices and family backgrounds among parents of gifted and talented individuals.

10. Describe several ways parents can support gifted and talented children to achieve their potential.

11. Explain ways parents, counselors, and teachers can work together to promote the development of gifted and talented students.

12. Evaluate resources--material and human--available to meet the guidance and counseling needs of the gifted.

Exhibit II: Sample Contents

Nature and Needs of Culturally Diverse Gifted and Talented Students

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